

### "Better Together"



F Major



4/4



126bpm, fast driving rock

**From:** Descendants: Wicked World

**Arranged By:** Audrey Snyder

**Choreographer:** Erik Hall

**Videographer:** Haakon Sundry

**Dancers:** Erik Hall, Hannah Nelson, Kristina Sims

#### Suggested teaching duration: 4 days

Song Style: Pop

Dance Style: Choreography and Performance

Dance Level: Middle School intermediate-advanced

#### Materials needed:

- Computer
- SHOWUP login
- projector and screen (or another way to display video)
- open area in classroom to move



# Showup Lesson Plan

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## Day 1:

Objective: Student will combine skills into movement patterns (1.3)

Content covered- Section I

Pre-Lesson: SHOWUP warmup video

Duration: 5 minutes

<https://youtu.be/TssU4ZKqTJs>

## Intro Discussion:

Today's tutorial is entitled "Better Together." This is a great opportunity to begin class with a discussion of why teamwork and camaraderie are important. Set an expectation for the lesson and what you want to accomplish as a team. Write this on the board or somewhere where students can have a visual representation of what they will accomplish!

## Lesson:

Play "Better Together" video from SHOWUP

Duration: 15-25 minutes

Note: pause as needed during the instruction to ensure student comprehension and success.

Section I- Intro, verse (0:00 until 10:52)

## Closing:

Challenge students to review the movement combination in small groups and find where they have "stumbling" moments

## Exit ticket suggestions:

- 1-5 level of success shown on fingers under your chin
- sticky note answers "how did you improve today"
- small group demonstrations
- around the circle "show your favorite move from the lesson"

# Showup Lesson Plan

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## Day 2:

Objective: Student will develop and improve movement skills (2.4)

Content covered- Section 2&3

Pre-Lesson: SHOWUP warmup video

Duration: 5 minutes

<https://youtu.be/TssU4ZKqTJs>

## Review:

Duration: 10 minutes

Review Section 1 from the previous day in small groups or whole group. Try it with music!

*Note: If you need to spend more time reviewing or reteaching, you can pace at your preference*

## Lesson:

Play “Better Together” tutorial video from SHOWUP, starting at section 2

*Duration: 20-25 minutes*

*Note: pause as needed during the instruction to ensure student comprehension and success.*

Section 2- Pre- Chorus (10:53 until 18:23)

Section 3- Chorus (18:24 to 24:04)

## Closing:

Challenge students to combine sections 1-3 in small groups . Have groups perform in front of the class and discuss audience etiquette. Students in the “audience” can give positive feedback as well. (Leave the constructive feedback to the teacher only...in private!)

## Exit ticket suggestions:

- 1-5 level of success shown on fingers under your chin
- sticky note answers “how did you improve today”
- small group demonstrations
- around the circle “show your favorite move from the lesson”

# Showup Lesson Plan

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## Day 3:

Objective: Student will analyze and correct errors in movement patterns (2.3)

Content covered- Section 4&5

Pre-Lesson: SHOWUP warmup video

Duration: 5 minutes

<https://youtu.be/TssU4ZKqTJs>

## Review:

Duration: 15 minutes

Review Sections 1-3 from the previous days in small groups or whole group

## Lesson:

Play “Better Together” video from SHOWUP, starting at section 4

Duration: 25-30 minutes

Note: *pause as needed during the instruction to ensure student comprehension and success.*

Section 4- Verse 2 (24:05 to 38:17)

Section 5- Rap (38:18: to 46:44:)

## Closing:

Challenge students to combine sections 1-5 in small groups. Then try the number with music as a full class, facing different directions. What was easier than you thought? What was challenging?

## Exit ticket suggestions:

- 1-5 level of success shown on fingers under your chin
- sticky note answers “how did you improve today”
- small group demonstrations
- around the circle “show your favorite move from the lesson”

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## Day 4:

Objective: Student will identify the characteristics of a highly skilled performance for the purpose of improving one's own performance (2.4)

Content Covered: Section 6& Review

Pre-Lesson: SHOWUP warmup video

Duration: 5 minutes

<https://youtu.be/TssU4ZKqTJs>

## Review:

Duration: 20 minutes

Review Each section (1-5) individually in small groups or whole group

## Lesson:

Play "Better Together" video from SHOWUP, starting at section 6

Duration: 10-15 minutes

Note: *pause as needed during the instruction to ensure student comprehension and success.*

Section 6-Verse 2 (46:45 to 50:00)

Performance Quality - 20 Minutes

Watch the performance video of "Better Together" from SHOWUP

Encourage students to identify qualities of an engaging performance.

Divide the class into small groups of 5-7 and have them perform for the class. After each group finishes, ask for feedback of what they did well (leave the critiques to the teachers only!)

Continue this pattern until everyone has had a chance to go

## Closing:

Have the entire class perform the number twice more

## Exit ticket suggestions:

- 1-5 level of success shown on fingers under your chin
- sticky note answers "how did you improve today"
- small group demonstrations
- around the circle "show your favorite move from the lesson"

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## Tutorial Video Timeline

MARKER	SECTION	INSTRUCTION	TIME
<b>1</b>	-	INTRODUCTION	0:0
<b>2</b>	Intro, Verse 1	TUTORIAL	0:32
<b>3</b>	Intro, Verse 1	COUNTS	9:10
<b>4</b>	Pre-Chorus	TUTORIAL	10:53
<b>5</b>	Pre-Chorus	COUNTS	17:37
<b>6</b>	Chorus	TUTORIAL	18:24
<b>7</b>	Chorus	COUNTS	23:00
<b>8</b>	Verse 2	TUTORIAL	24:05
<b>9</b>	Verse 2	COUNTS	31:36
<b>10</b>	Rap	TUTORIAL	38:18
<b>11</b>	Rap	COUNTS	46:03
<b>12</b>	Layered Chorus	TUTORIAL	46:45
<b>13</b>	Layered Chorus	COUNTS	49:32

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## ■ Glossary of Terms\*

\*The following terms are words Erik uses in the instructional video for this specific piece. Some may be metaphors and not universally utilized dance terminology.

**at tempo-** executing movement at the same rate as the performance track

**ball change-** shifting weight from one foot to the other

**catching rain-** reach palm out facing up

**crossover-** a time that you can have students switch sides of the stage

**dance into the floor-** keep your weight grounded and pushing down

**downstage-** towards the audience

**dynamics-** can be vocal or physical. shows contrast

**field goal-** arms parallel to the ground, bend up at the elbows with fingers facing upward.

Should look like the shape of a football field goal

**finish the phrase-** complete the movement to the end of the sentence

**flash hands-** the California way of saying jazz hands. Spread your fingers wide and reach

**focus of vision-** the direction where your eyes should look

**jazz hand-** reaching with your fingers spread wide

**layered chorus-** when you do multiple parts of choreography at the same time (during the chorus)

**mirror-** mimicking movement as if you were looking in a mirror face on

**opposition-** resistance of an opposite force

**present-** arms out as if to say “ta-da!”

**punch-** really reach through the movement in a forceful manner

**push pop-** a reference to an old ice-cream type treat. But actually meant as a dance move where you are exerting force forward and give a final “pop” reach at the end

**rip-** pull through the movement really sharp

**sauce-** adding a little extra flare to the movement

**shapes-** the different positions and looks you can create with your body

subdividing- the beats in between the “main” beats

**“show the pictures”-** showing the general outline of movement before going through specifics

**Stagebook**- a blocking app available in the app store that makes creating charts easier to create and organize

**tag**- where the music repeats

**textures**- variety of expressions within the execution of a move

**timing**- being precise with when you execute and land a movement

**uppercut**- a move in boxing where your hand is in a fist as you use momentum to jab upwards

**upstage**- away from the audience

**“with your guts”** - involve your whole body, in particular your core

## Suggested Standards Alignments

### Shape America National Standards

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

### Physical Education Model Content Standards

#### GRADE SIX

1.8 Develop, refine, and demonstrate routines to music.

1.9 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.

1.11 Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.

2.3 Analyze and correct errors in movement patterns.

2.4 Provide feedback to a partner to assist in developing and improving movement skills

4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.

5.1 Participate productively in group physical activities.

5.2 Evaluate individual responsibility in group efforts.

#### GRADE SEVEN

1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.

2.2 Analyze movement patterns and correct errors.

2.5 Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.

5.2 Accept responsibility for individual improvement.

5.3 Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity.

5.4 Evaluate the effect of expressing encouragement to others while participating in a group physical activity.

#### GRADE EIGHT

2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.

2.4 Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance.

3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.

5.2 Organize and work cooperatively with a group to achieve the goals of the group.

5.4 Identify the contributions of members of a group or team and reward members for accomplishing a task or goal.

5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.